

Service Learning

Best Practices, Techniques & Procedures

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Agenda

- ▶ Service What?
- ▶ Why Service Learning...
- ▶ How it works, techniques and procedures
- ▶ Lessons Learned and best practices
- ▶ Summary and conclusion
- ▶ Questions and discussion

Do now

- ▶ Pair Share...
- ▶ Discuss the differences and similarities between Community Service and Service Learning
- ▶ 4 minutes...Get Set-----GO!



Do now-→Findings

♣ What did you discover...?

- Differences between Community Service and Service Learning
- Similarities in Community Service and Service Learning?

Success criteria...

You will be able to:

- ✦ **Define** Service Learning
- ✦ **Recognize** the three phases of service-learning
- ✦ **Identify** the value-added students gain from conducting a Service Learning project
- ✦ **Employ** techniques, procedures, and Best Practices gleaned from today **to embed and/or enhance Service Learning within your curricular framework to grow your students**

Service-learning defined

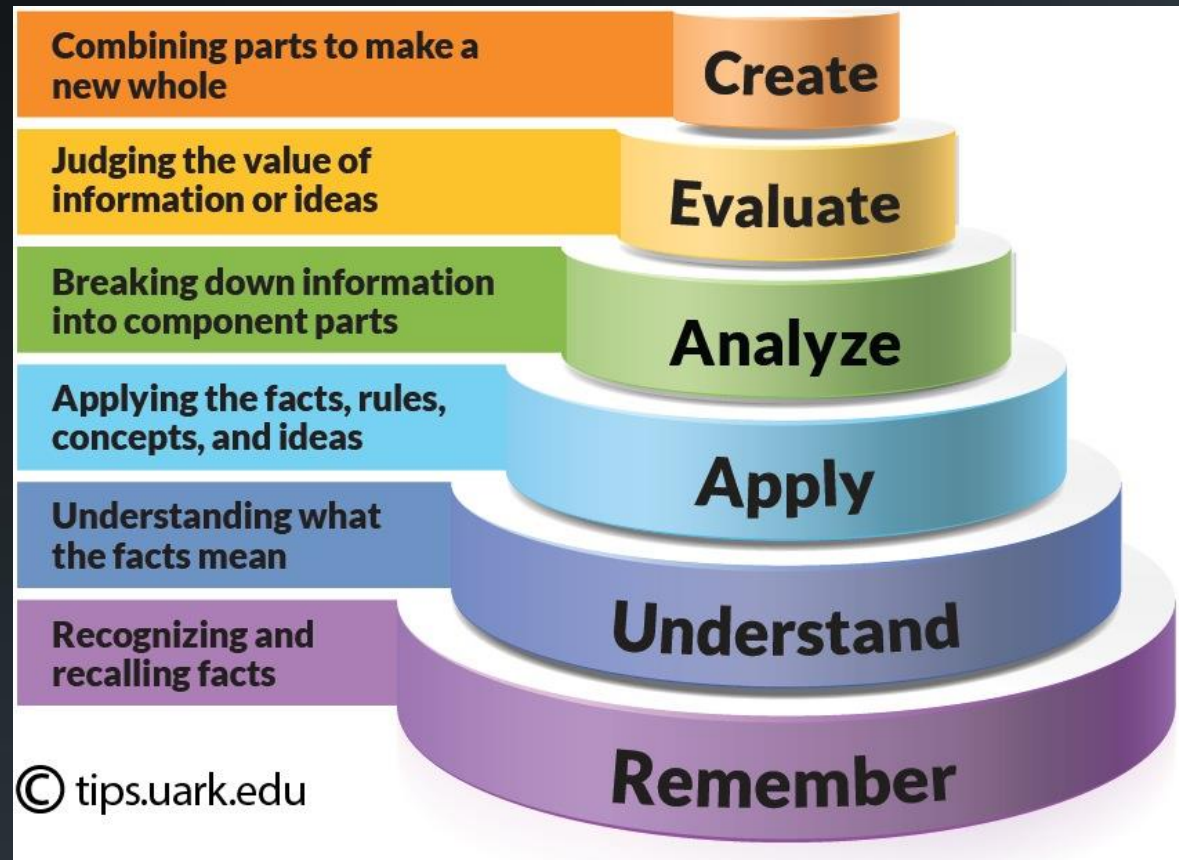
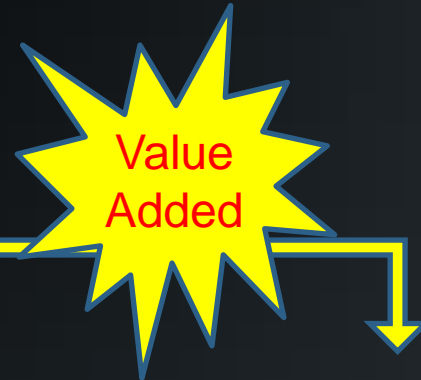
- ▶ Gives us a common reference point
- ▶ Group project focused versus independent project

Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them.

It requires sequential lessons that are organized so orientation and training come before the meaningful service activity and structured reflection follows the activity.

Why Service Learning

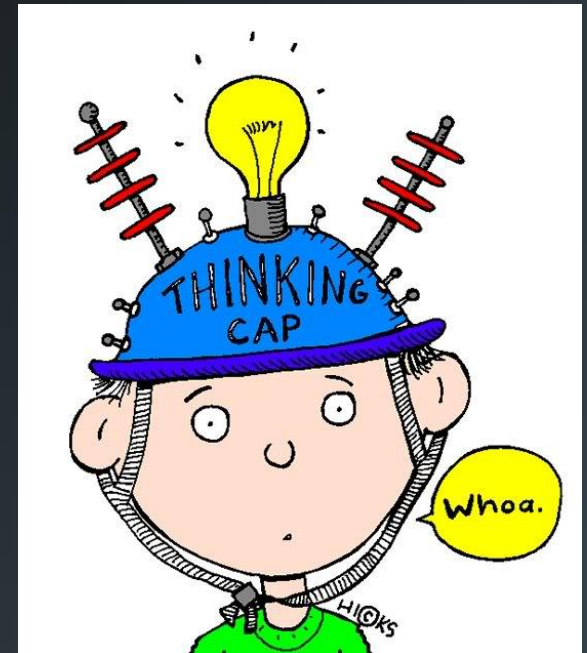
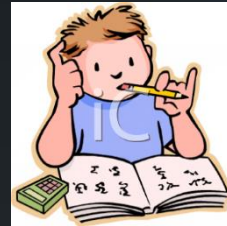
- ▶ Students learn by doing
- ▶ **Bloom's taxonomy**
- ▶ STEM reinforcement
- ▶ **Critical thinking**
- ▶ Increased retention



Why Service Learning continued...

In his **meta-analysis** of the research, **Marzano** (2003) identified nine instructional strategies that have been shown to have a **strong relationship to student achievement**.

- ▶ Identifying similarities and differences
- ▶ **Summarizing and note-taking**
- ▶ Reinforcing effort and providing recognition
- ▶ **Homework and practice**
- ▶ Nonlinguistic representations
- ▶ **Cooperative learning**
- ▶ Setting objectives and providing feedback
- ▶ **Generating and testing hypotheses**
- ▶ Questions, cues, and graphic organizers



Service learning...

Includes:

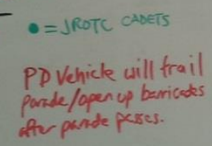
- Student leadership,
- Reflective and academic components,
- Opportunities for celebration once the service activity has been successfully completed.



Students reflect on community needs, ways to help, and once their service has been completed.....

They can internalize how their efforts have helped, while learning more about academics such as geography, math, and science.

Reflection



Phase 1 Planning

- ▶ Students begin brainstorming...start Student Journals (which feed the Group Journal)
- ▶ **Assign student roles---fix responsibilities**
- ▶ Make a tentative plan
- ▶ **Survey stakeholders**
- ▶ Think outside the box...but make pragmatic connections
- ▶ **Revise the plan...resources matter: time constraints**
- ▶ Develop a timeline with **key tasks** ----CPM & PERT

Lesson
Learned



Fitness
Circuit example
Sequential v. Concurrent

Phase 1 Cont....



Structured Teamwork

Service learning requires active participation in structured teamwork much like sports. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role:

Facilitator: The facilitator leads team discussions to identify needs and prepare service learning activities.

Recorder: The recorder takes notes for the team and organizes information.

Reporter: The reporter represents the team voice and reports team findings.

Timekeeper: The timekeeper keeps track of time and plans the schedule.

Debriefier: The debriefer encourages team members and leads discussion after presentation.

Phase 2 Execution

- Can last days...e.g. Sam's House
- Or.....conducted during one day e.g. Roadside Cleanup
- Followers...Leaders = Teamwork

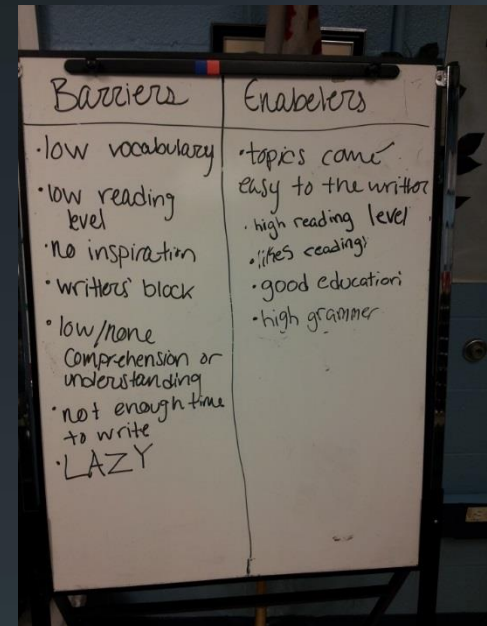


Be Sure to Document
with photos and notes -
>>> 1st hand accounts



Phase 3 Reflection

- Lead AAR...After Action Review
- Divide AAR by Phase
- Discuss from Sustain and Improve vantage points
- Students take notes, which become thought provokers for their Journal during their Summary
~ Independent Reflective assignment



Lessons Learned

- ✦ Vignette... and there we were, from OIF to the High School classroom...
- ✦ Must remember we are developing high school students teenagers
- ✦ Adjust hand holding and supervision with guidance and directions
- ✦ Students do well those things checked by the teacher
- ✦ Develop milestones with critical tasks---time
- ✦ Be pragmatic
- ✦ Keep it real and.....FUN

Best practices

- Anticipate supporting student skills required to accomplish the main objective... interview skills for example, journaling, and computer skills such as using Google Docs
- Use a crawl walk run approach
- Group differentiation challenges each student to make a contribution use team building exercises to forge a greater group Bond

Service Learning Credit

(Note: Minimum of one class of at least 15 cadets)

Project Name: Service Learning

Cadets: 15 # Staff: 3 Duration: 20hr(s)

Academic: Structured review and assessment of community needs led the Service Learning Team to select supporting our local elderly members of Dogwood Village.

Service: Cadets go in uniform to Dogwood Village to interface with residents and support staff with tasks that range from reading, playing games, and talking with residents to keeping common areas straight.

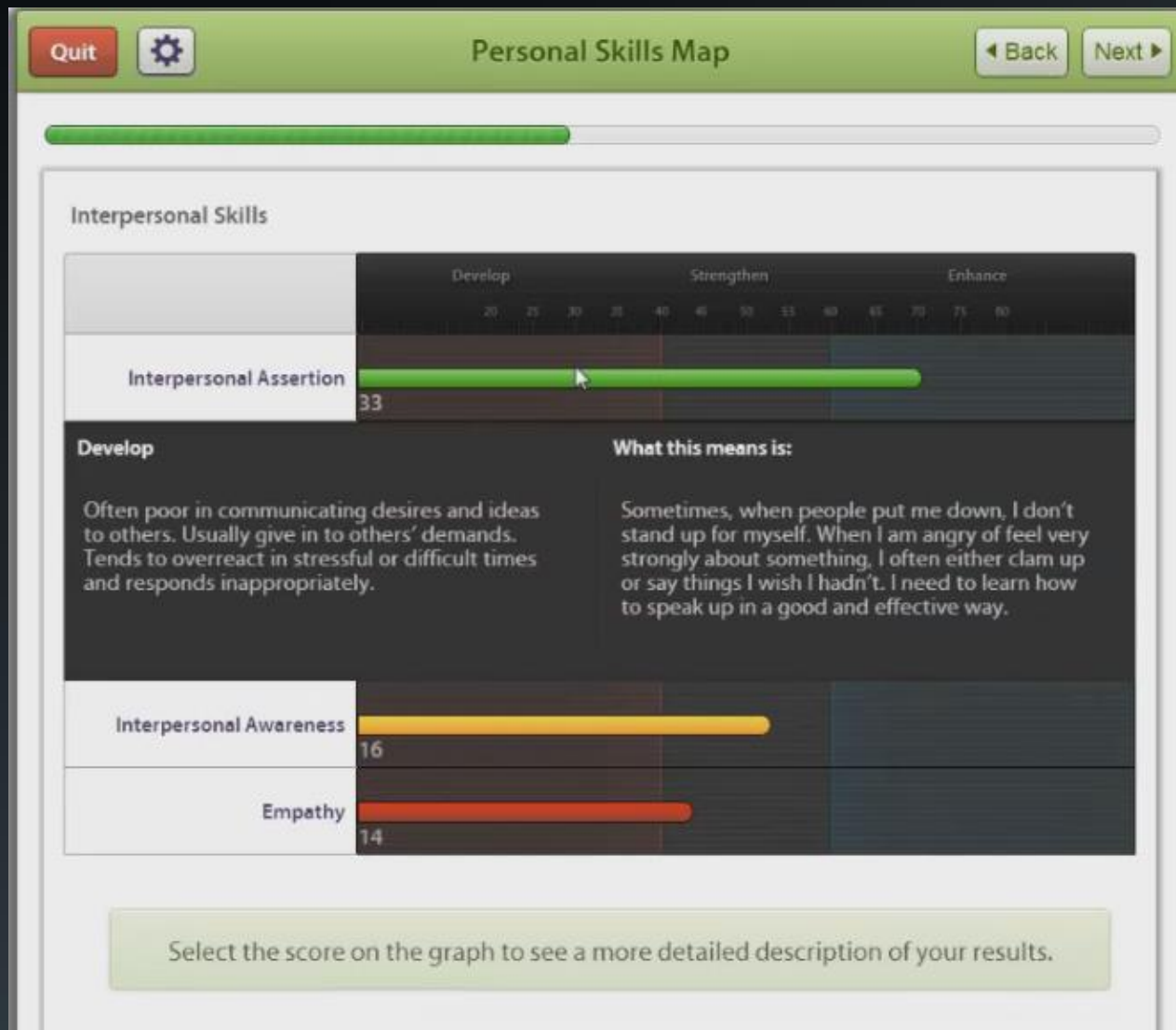
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Credit Checklist

- ✦ True 1. Complete the personal skills mapping inventory from the JROTC Success Profiler at the beginning of the year or before a project or a cluster or projects?
- ✦ True 2. Establish and use a "Learning Log" throughout the project?
- ✦ True 3. Spend the required amount of time on the project (at least one hour on an exploratory project and 10 45 - 50 or 5 80 - 90 minute academic teaching sessions plus time for required activities and project completion)?
- ✦ True 4. Participate in discussion answering questions such as those suggested in the guidelines?
- ✦ True 5. Participate in selecting the service performed?

Personal Skills Mapping

- Builds on Winning Colors...personality profile



Credit Checklist continued...

True 6. Respond to an extensive after action review (reflection phase) which included the steps for skills based instruction (Observation, Analysis, Integration)?

True 7. **Complete a project summary report?**

True 8. Brief their experience to at least two of the following: Classmates, community members, supporting community organization members, PTA, school administrators, Brigade/Region evaluators, etc?

True 9. **Retake the skills mapping inventory?** Did the instructor perform an analysis based on the pre and post personal skills map results and help **students identify areas where improvements were made and that still require work?** Do you have a plan to improve those areas (match mentors and mentees, further activities, etc.)?

True 10. Work in groups and complete the Group Evaluation form to assess their Group participation?

You the People Partial Group Evaluation Plan

1. In your opinion **how well did your group cooperate?** (Citizenship Skill 1)

No Yes

1 2 3 4 [5]

If your group was not cooperative, what do you think was the reason?

2. Did your **group exhibit a knowledge of patience?** (Citizenship Skill 2)

No Yes

1 2 3 4 [5]

3. Did your **group consider the common good as well as individual desires** in reaching decisions? (Citizenship Skill 3 Fairness)

No Yes

1 2 3 4 [5]

4. Did your **group show respect** (Citizenship Skill 4) for each other during today's meeting?

No Yes

1 2 3 4 [5]

You the People Partial Group Evaluation

Plan continued...

5. Was **everyone in your group given a chance to voice their opinions?**
(Citizenship Skill 5 Strength)

No Yes

6. Did your **group have enough or seek enough knowledge before they made a decision on a specific issue?**

(Citizenship Skill 6 Self Improvement)

No Yes

1 2 3 4 [5]

7. Did your **group work together to come up with solutions that showed compromise or harmony** (if necessary)? (Citizenship Skill 7 Balance)

No Yes

1 2 3 4 [5]

8. Were your **group decisions based more on rational, logical reasons or based more on emotions?**

Individual Assessment

Before, During, and After Service Learning Project

LEADERSHIP ASSESSMENT REPORT				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122						
PART I - Attributes (<i>what a leader is</i>): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves										
1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences										
ARMY VALUES (Comments mandatory in Part III for all "NO" entries)				Yes	No					
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers						Yes	No			
2. DUTY: Fulfills professional, legal, and moral obligations						5. HONOR: Adherence to the Army's publicly declared code of values				
3. RESPECT: Treats others as they should be treated; promotes dignity, consideration, & fairness						6. INTEGRITY: Does what is right both legally and morally; honest in word and deed				
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self						7. PERSONAL COURAGE: Faces fear, danger, or adversity				
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions										
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade										
<small>Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated</small>										
2. Presence The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)	MB Military Bearing		E	S	N	PF Physically Fit		E	S	N
	Projecting a commanding presence and professional image of authority					Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress				
	CF Confident		E	S	N	RS Resilient		E	S	N
	Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions					Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus				
3. Intellectual Capacity The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	MA Mental Agility		E	S	N	SJ Sound Judgment		E	S	N
	Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation					Assesses situations and draws feasible conclusions; makes sound and timely decisions		IN Innovation		
	Ability to introduce something new; is original in thoughts and ideas; creative					IP Interpersonal Tact				
	Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you					DK Domain Knowledge				
					Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tactical, cultural and geopolitical knowledge					
PART II - Core Leader Competencies (<i>what a leader does</i>): Works to lead others; develops themselves, their subordinates and organizations to achieve mission accomplishment										
1. Leads The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	LD Leads Others		E	S	N	EI Extends Influence beyond CoC		E	S	N
	Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives					Uses indirect means to influence others outside normal chain of command. Involves diplomacy, negotiation, conflict resolution and mediation				
	LE Leads by Example		E	S	N	CO Communicates		E	S	N
	Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character					Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques				
2. Develops Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care	CP Creates a Positive Environment		E	S	N	PS Prepares Self		E	S	N
	Creates a positive cultural and ethical environment					Self-study, self-development and becoming multi-skilled; ensures they are prepared to lead		DO Develops Others		
					Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile					
3. Achieves Sets objectives and focuses on mission accomplishment	GR Gets Results		E	S	N					
	Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment									

Individual Assessment

Before, During, and After Service Learning Project

LEADERSHIP ASSESSMENT REPORT		CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122	
PART III – RECORD OF OBSERVATIONS AND COUNSELING		Check here if SPOT REPORT <input type="checkbox"/>	
a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts I and II. Use continuation card if necessary.			
b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" attribute and/or core leader competency as identified in Part I and II. ("IMPROVE" comments are required for each "N" entry in Part I and II) Not required for Spot Report.			
SUSTAIN:			
IMPROVE:			
PART IV – OVERALL NET ASSESSMENT (Circle one)		E S N	
RATED CADET NAME	UNIT	DUTY POSITION (Location if Spot Report)	DATE
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS		CADRE <input type="checkbox"/> CADET <input type="checkbox"/>

Summary and conclusion

- ▶ Students engaged in service learning can answer the question, "When are we ever going to use this in the real world?"
- ▶ When they use their skills and knowledge in real-life situations, learning extends beyond the classroom and into the community.
- ▶ Three Phases...are?



Questions and discussion



References

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